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**Paper:**

***Cultural values crisis, and teachers'  
discipline attitudes styles.***

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# The **questions** that guide this work are:

1. About the critical situation and social and cultural, what teacher's model is the most appropriate?
2. Is there some kind of teacher who takes a different climate for the optimization of peaceful coexistence?
3. What is the best valued teaching style, is he a style razonabler defend others, how this value practitioners?
4. What values define the style for critical situations?

# The effects of the crisis in school

1. The educational indiscipline is as a major concern for teachers, administrators, and the public (Hardman & Smith, 2003), and indeed a major reason for job dissatisfaction (Liu & Meyer, 2005).
2. Moreover, teachers' aggression towards students is one of the most common stressful school situations for students, that causes serious consequences against them (Pierkarski, 2000).
3. Therefore, there are a violence' spiral; then, the school's interactional problems are growing up more and more, but it's being **morest incident in the secondary** education (Zanten, 2001).

# THE SCHOOL CULTURE IS VERY COMPLICATE.

1. DIMENSIONS. School culture refers, from an operational view, values of guiding beliefs, and norms as well, and daily behaviours and practices of all people interacting in school (Patterson & others, 1986, 97-98).
2. CONTENTS in interaction: Economic, rule, aesthetic, moral, ethic, scientific, life, religion or moral, etc.) interact with each other...
3. **INMIGRATIONS**: The multicultural reality of classrooms.
4. **AGE** OF STUDENTS: The characteristics of the subjectivity of secondary students (selfish, idealism, criticism...Eccles & others, 2007),
5. THE RESULT of that product is a globally, that is different than the sum of each part.
6. The product is very complicate & critical: **Like chaos?**

# How repercutes it on educational processus?

**Synthality** acts like a non-formal motivation.

For this, we also should keep in mind the reasons given by the occult in the latter (***hidden curriculum***), as basic personality groups and institutions (Dufrenne, 1972) .

# ABOUT DISCIPLINE.

The pro-social behaviours in the students constitutes one of the objectives that should complete the educational environment (Muñoz, Carreras & Braza, 2004). For it, it is considered the discipline like one of the most important and difficult pedagogic aspects of trying (Kiridis, 1999), because **without the positive climate, the teaching will be ineffective** (Dreikurs and other, 1982). In this sense, according to Parker (1995), the most significant indicator in success in the teaching makes reference to the behaviour disciplined in the classroom.

Today as much **common** people and as most of the teacher's group **have a distorted vision of what is** really the discipline, as well as a deceiving concept we lack her in the educational environment of why (Dreikurs and others, 1982).

# CITIZENSHIP

- To **exercise the citizenship implies** to participate in an active way in the matters of the city. The city is a social, cultural, economic, political space, of peaceful-coexistence that is not excluding of anybody. A citizen is who he participates in what happens and he could give bill of it. The democratic societies need citizens... **reflexive** regarding the big topics that in these they are raised, manufacturers of their own opinion. These mean they are conscious and active members of their society, experts of their **rights and duties** (Marco Stiefel, 2002, 11-13). They are social competences, **but** in the environmental educational system **promote growing levels of good citizenship**.
- If teacher wants himself to achieve a school climate to become optimally of the good citizenship, it would be **necessary to introduce other two human habits**: friendship and affection (Pieper, 1974).

## CITIZENSHIP & VALUES PERFORMANCE

- To compensate that, it urges to throw a new program more responsive (UNESCO, 19991, highlighting the programs centred in promoting a culture of the peace. In this thought system, I already explained values are the key to dealing with the macro and mico crisis (UNESCO, 19992).
- From the perspective of the disciplinary problems, does one owe to wonder about how the axiological dimension is summed up in the school institutions. It is necessary here to mention my research of 2003<sup>[1]</sup>, that compares the attitudes of the **normal** students with those who are shown conflicting, **undisciplined**, etc.

- <sup>[1]</sup> EERA, 2007 & web: <http://violencia.dste.ua.es>



# THE PROBLEM IS NOT ONLY TECHNICAL

The enduring nature of misbehaviour in schools indicates the problem is not a technical one that can be efficiently managed or solved in isolation from other aspects of the school..., is a systemic problema involving the educacional institución, social conditions, the storical moment, developmental characteristics of students... (Purkey, 1986, 4).

What attitudes must implement teacher... in these cases?

What attitudes must teacher implement to envelop techniques, rules, values for to improve the student's selfcontrol.

That is a problem of teacher's style.

# *Discipline and styles of teachers.*

*To address this problem, we have tested different models with the aim of establishing peaceful coexistence in schools.*

1. It is traditional to cite the early experiences laboratory type, testing models like: authoritarian, democratic and negligent (K. Lewin, R. Lippit, & R.K. White, 1953/1958).
2. Other more recent, experimental studies: strengthening (Canter & Canter, 2002; Swinson & Cording, 2002); dialogic (Vitto, 2003); conferring responsibility for participation (Johnson & Johnson, 2006).

3. Evaluation of thecnics and models to educate on moral (Uhl, 1997) .
4. Explanation of models concerning to disciplinarian school: supportive style, communication, clarification of values, social discipline, reality model, behaviour's modification, assertiveness, punishment, interaction, eclectic decision making, social development decision making, decision making based on seriousness of development's students, and decision making focused on teachers' team (Wolfgang, 2008).

5. Focused only in disciplinarian: expert, formalized authority, personnel influence, facilitator and delegation of functions and tasks (Grasha, 1994) .
6. Supporter, negotiator, compromising, negligent and demanding (Tomal, 1998).
7. Other version. Teacher as: **gardener**, **mechanic**, **doctor** and **pioneer** in the cultural tradition.

*The way in which these characteristics are implicitly or explicitly included in **indicators of teacher quality** reflects the dominant social, cultural, economic and educational views and concerns about the quality of teachers (ATEE 2006, 3 & 7).*

Matsagouras (1999) found that the behaviours of the students in class-room were related with the teaching methods used by the professor, being the authoritarian models the main predictors of undisciplined behaviours.

Brophy and Rohrkemper (1981) developed an approach centred in the predictor of undisciplined behaviours with respect to the professor's characteristics, indicating elements of the context to keep in mind to make the control of the behaviours: the intensity of the bad behaviour and the cause of the appearance of the disruptive behaviour attributed by the professor.

Kennedy (1982) added a third dimension: react manifested immediately after the incorrect behaviour of the students, one or some.

Villar (1993) stated an appropriate educational attitude diminishes the discipline problems, this axiological curricular aspect allows the control of the group and it grants to the teacher more time for the correction and feedback to the students, increasing the participation and the effectiveness of the same ones in the classroom, and consequently, the learning, being favoured all these factors for a climate linking to the task.

# Concept of style refers to...

- 1) Combination of methods (Hoyt & Lee, 2004).
- 2) Characteristic behaviours in the promotion of the learning (Conti, 1989).
- 3) Persistent behaviours not relative to the contents (Kaplan & Kies, 1995).
- 4) Relative behaviours to the philosophy of an teacher one. It is more than behaviour or method (Zinn, 1990).
- 5) They are not only systems of beliefs, also behaviours and necessities that a teacher can exhibit in the classroom (Grasha, 1994).

**In short:** *philosophy with pedagogical theory into the practice.*

# STYLE is more than technical.

Teacher quality is an overall concept that comprises **not only** knowledge and skills, but **also** personal qualities (respect, care, courage, empathy, etc.) and personal **values**, attitudes, identity, beliefs, etc.



# STYLES AND VALUES

<b>BACKER</b>	Help. Harmony. Hesitance. Strict. Evasive. Empathy. Assertiveness
<b>COMPROMISER</b>	Moderate. Confused. Pacter. Not firm. Not creative. Cherche tranquility.
<b>NEGLIGENT</b>	D'ont make any. Avoiding problems. Ignoring students. Uninterested. Apathetic. Displeased. Not labourer.
<b>CONTROLLER</b>	Untolerance. Controller. Threatening. Apologizes. Normer.
<b>NEGOCIATOR</b>	Rules & surveillance. Optimistic. Empathy. Assertiveness. Organizator. Tutorship. Excelence. Responsible. Committed. Collaborator.

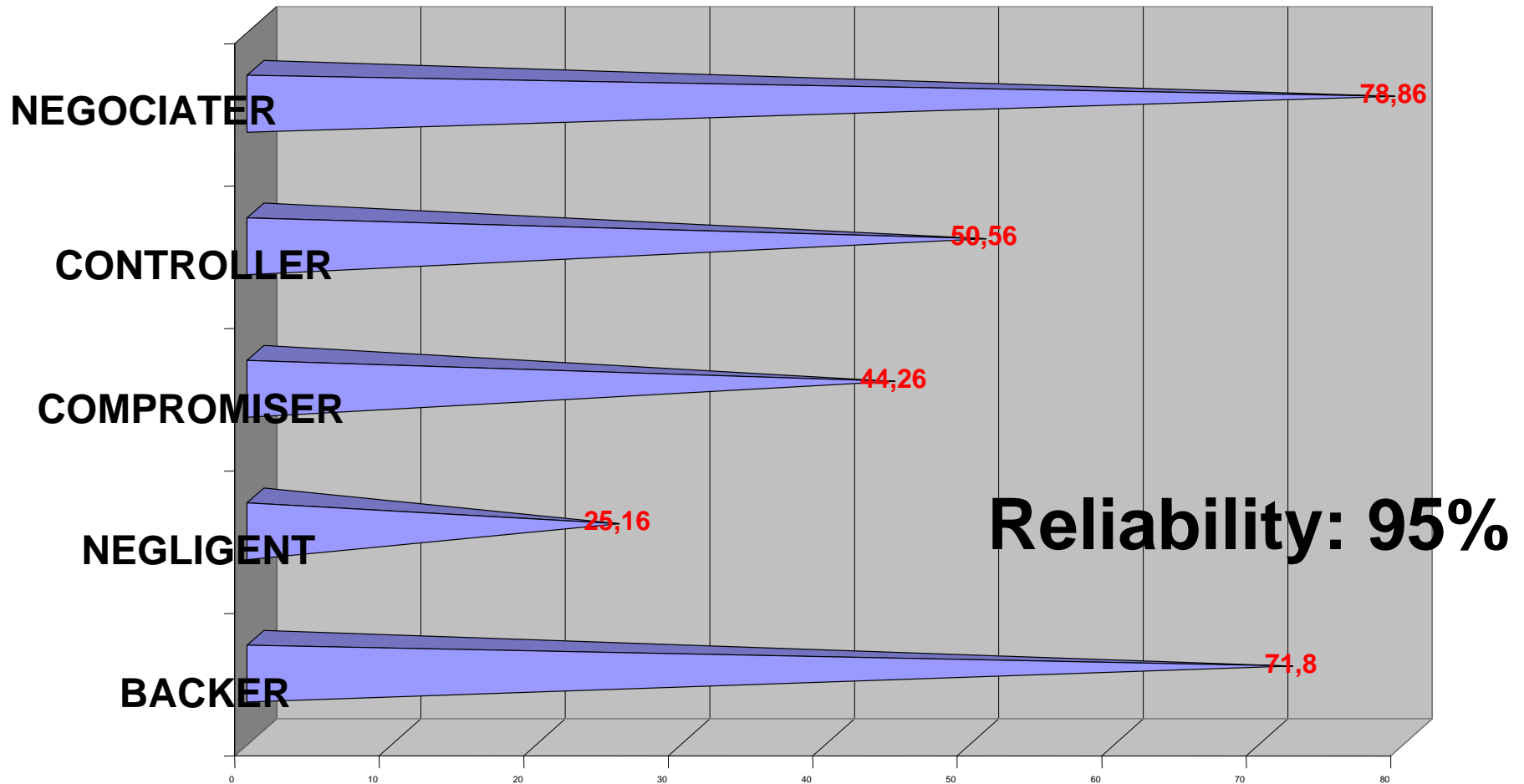
# ***EMPIRICAL CASE STUDY BY SURVEY***

*(Province of Alicante, Spain)*

Higher secondary school	9
Compulsory Secondary	13
Preschool	348
Primary School	607
<hr/>	
TOTAL:	1.017

We haven't conducted it by a sampling processes, because these issues are not welcome, either by administration or by the teachers, because taken as a possible complaint of its effectiveness. Proceed according **to chance**, similarly as in other research problems (Polit & Hungler, 1995: 238).

# Teachers' styles to manage the climate in class-room. Averaging.



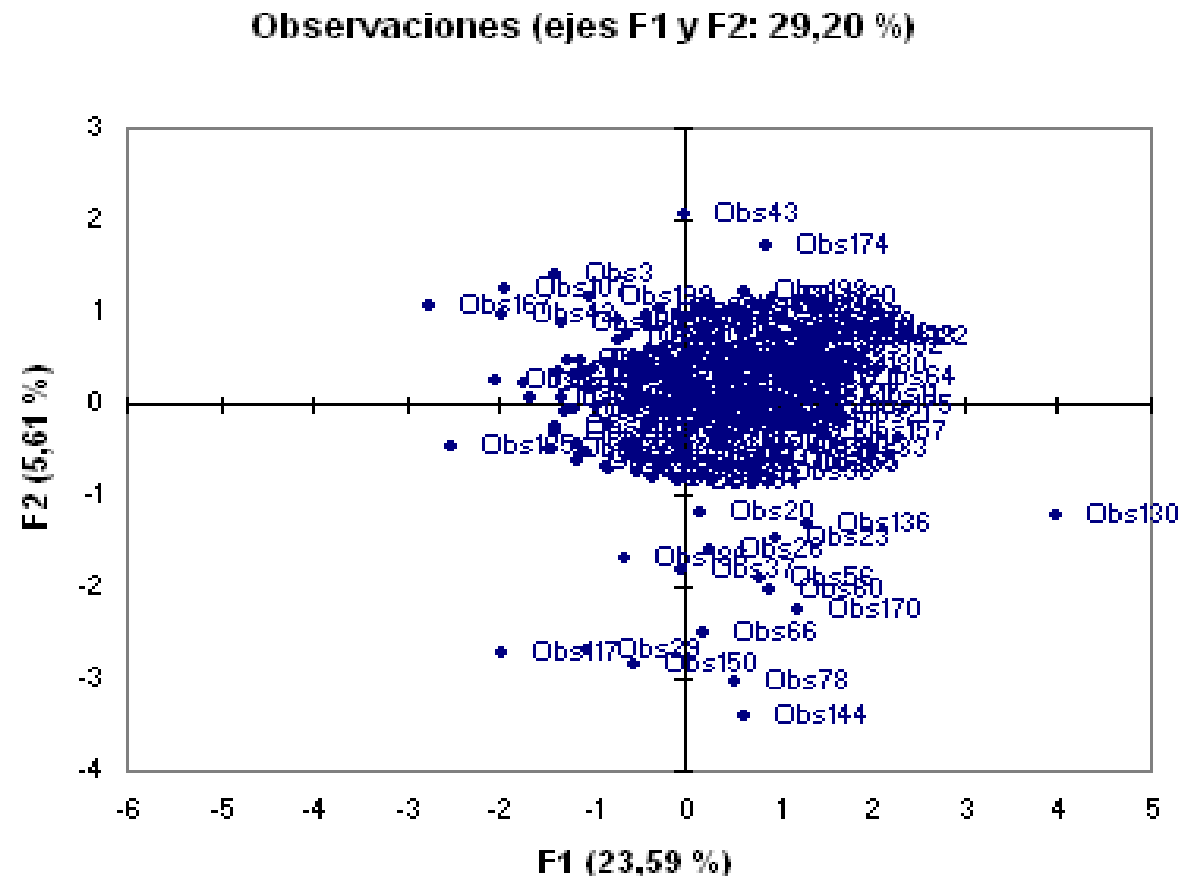
Province of Alicante (Spain), 2008-09.

# CORRELATION EMONG STYLES.

	BACKER	COMPROMISER	CONTROLLER	NEGLIGENT	NEGOCIATOR
BACKER	1,0000	<b>0,0699</b>	<b>0,0246</b>	- 0,2254	<b>0,4318</b>
COMPROMISER		1,0000	<b>0,4893</b>	<b>0,3288</b>	- 0,1491
CONTROLLER			1,0000	<b>0,2753</b>	- 0,0735
NEGLIGENT				1,0000	- 0,3867
NEGOCIATOR					1,0000

CORRELATION BETWEEN THE TWO  
MORE ELECTED. The groups outstanding  
factors and how they agglutinate the  
relationships environment to styles:

*F1 (negociater)  
and F2  
(backer  
or suporter).*



# RELATIONS EMONG STYLES

- There are quite related "**compromiser**" and "**controller**", similarly "**negotiator**" and "**backer**".
- There are somewhat conflicting, "**negligent**" and "**suporter**",
- There are negative relation emong: "**negotiator**" with the following: "**compromiser**", "**controller**" and, *above all*, with "**negligent**."

From this we infer that negligence is not widely accepted and *there is some reconciliation of styles.*

# THE EFFECTS OF EACH STYLE ON SCHOOL CLIMATE.

	Indiscipline	Disruption
BACKER	- 0,1352	- 0,1015
COMPROMISER	0,0138	0,0032
CONTROLLER	0,0143	0,0367
NEGLIGENT	0,2753	0,0820
NEGOCIATOR	- 0,0735	- 0,1319

The most highly implemented are the least links shown with disruption and indiscipline, its correlation is more negative. The most damage the teaching-learning relationship is negligence. The interrelationship among these misbehaviours *and the other three models* exists, but is almost *irrelevant*. 23

# Incidence of each style respect educational levels.

EDUCATIONAL LEVELS	BACKER	COMPROMISER	CONTROLLER	NEGLIGENT	NEGOCIATOR
Higher secondary school	<b>0,6505</b>	<b>0,5696</b>	<i>0,1368</i>	<b>0,6857</b>	<b>0,9201</b>
Higher & Preschool	<b>0,5365</b>	<i>0,3274</i>	<b>0,8742</b>	<b>0,4531</b>	<b>0,6124</b>
Higher & Primary school	<i>0,1908</i>	<i>0,3309</i>	<b>0,7511</b>	<b>0,9004</b>	<i>0,1862</i>
Compulsory Secondary & Preschool	<i>0,2386</i>	<i>0,0265</i>	<i>0,0066</i>	<b>0,8216</b>	<b>0,6077</b>
Compulsory Secondary & Primary school.	<i>0,0455</i>	<i>0,0231</i>	<i>0,0163</i>	<i>0,4384</i>	<i>0,1377</i>
Preschool & Primary school	<i>0,0006</i>	<i>0,7992</i>	<i>0,0186</i>	<i>0,0000</i>	<i>0,0002</i>

How value  $<0.05$  means the difference is significant statistically. In the table are written in bold are statistically show differences.



- How value  $<0.05$  means the difference is significant statistically. In the table are written in bold are statistically show differences. This occurs in **Higher** and **Preschool** on all models except "compromiser", which is situated in intermediate position.
- In **Higher Secondary School** we found that there is significance only in relation to "**controller**". The other models offer reliability.
- With regard to the Compulsory Secondary and Preschool, only we find a significant difference on models "negligent" and "negotiator"

# THERE IS NOT A PURE STYLE

1. Because some variables of each of them are assumed by the other, there are exclusion of negative variables, as well.
2. This is confirmed if we sum the percentages of the stocking, this couldn't be equivalent to 100%, it's much more.
3. That which indicates, **teachers refer elections in diverse models.**

That is to say that **each professor is not only different** and **he doesn't act in pure state**, but rather one varies as the progress of the educational process, the circumstances, etc., and this is of common sense.

# CONCLUSION

Verifying the best style to avoid the scholars troubles is the negotiator.

We have the **values of teachers**, reflected by that, that imply authority with tolerance, but demanding limits, effectiveness, optimism, promoting the community education and putting in action the effort.

Inside this environment they must locate a wide spectrum of ***human habits*** that must refer to other so many of ***citizenship***.

# THE STYLE REQUIRES TO TRANSCEND THE INSTITUTION.

It is also certain that to improve the educational results of the pupil, it is necessary to strengthen the relationship peaceful-coexistence of the educational centres, so much the aspects relate them between students and **pupil-teachers**, and this last towards the **families** as well. That means to solution is aiming to the **community education**.

Thank you for your attention!

Any question?